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COVER DESIGN

The oaks native to California are found only west of the Sierra Nevada Mountains and are distinct from all eastern oaks. Though less valuable for their timber there is much to admire about them. The vitality of the tree, when little more than a twig, to endure the drought of summer is amazing. Its branches register the attack of the winds. The oak shown on the cover is known as the "blue" oak and its gnarled, twisted branches and rather sparse foliage seem associated with the bleached dry grass and glittering sunshine that prevail during part of the year in California. Best known are the live oaks and the valley oaks. The groves of oaks found here by the early explorers reminded them of English parks.

Successful Practices and New Developments in Four-Year High Schools¹

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(On leave of absence)

In the Antelope Valley Joint Union High School, Lancaster, District Superintendent Roy A. Knapp reports rapid enrollment in the course in physics. The beginning course, which appealed to only about 2 per cent of the student body, has been built up to a place where it now appeals to about 18 per cent. Students of all ranges of abilities in the eleventh and twelfth grades, boys and girls alike, are electing physics and state that it is the most practical and worth-while course they have ever taken. While doing this, it has been found that the exceptional students are still able to pass California Institute of Technology examinations. The course starts with the community and the experiences which the boys and girls have, and finally interprets them in terms of generalizations.

Certain modifications of policy are planned for this year. In general, the plan is to delay until the tenth grade the beginning of the regular college preparatory courses. In the ninth grade emphasis will be placed upon oral English, reading, orientation (introduction to high school), and general science. No ninth grade student will have a study hall. All of his work will be supervised in classes. A foundation will be laid for guidance throughout the whole of his secondary education.

More than a year ago an Outing Club was organized at the Chowchilla Union High School. It is composed of students and faculty members. Its purpose is to attempt to satisfy in a commendable way the natural wanderlust of the adolescent—to permit him or her to go places, to see new things, to experience adventure under adequate supervision. Principal Lester Turnbaugh and Mrs. Turnbaugh are the sponsors of this club. Its membership is made up of both students and faculty members—both boys and girls. Following are some of the trips that have been taken:

- An all-day trip for boys only, inspecting a gold dredger in action, and visiting and studying the inner workings of a power plant.
- An all-day trip to Yosemite Park for both boys and girls.

¹ This article is continued from the October number of *California Schools*.

- A five-day camping trip to Yosemite Park for girls only.
- A week-end camping trip to the ocean for boys and girls.
- A deep sea fishing trip for boys and girls.
- An all-day swimming party for boys and girls.
- Two all-day picnics in the mountains for boys and girls.

School buses are used for some trips while private cars, driven by faculty members, are used for others.

For several years E. O. Talbott, Principal of the Los Molinos High School, has sought a way of making the high school student apply in his life outside the English class what he learns inside, of making him aware of the daily necessity of careful, correct speech and writing habits. Last year he put into effect a program of English supervision which seems to attain this end. The students, having been carefully prepared by assembly talks, understand that it is the aim of the English supervising plan to assist them in attaining a satisfactory proficiency in oral and written English, that the supervisor is not a spy to pounce gleefully upon each error, that they are the ones to benefit from the system, and that they should cooperate. The chief objective of the supervisory program is to aid the student in his efforts to attain ease and precision of self-expression in his native tongue.

As carried out at present, the supervising system has three divisions of operation. The supervisor has one free period a day to spend visiting classes other than English. There she listens to recitations and reading, and sometimes to private conversations. Whenever she hears a mistake in grammar, an objectionable slang phrase, or an awkward locution, she makes a note of the error opposite the student's name in a small blue notebook kept for that purpose. Later the errors are transferred, in the form of check marks, to her permanent record book and are used as the basis of a six-weeks grade of S or U, depending on whether the applied English has been satisfactory or unsatisfactory. Other things than the checks are taken into consideration in giving the grade, the biggest factor being whether or not the student has shown improvement and has honestly tried to avoid his most common mistakes. A list of the mistakes made by students whom she has in English is given every six weeks to every English teacher, so that she may work with the students in eradicating their difficulties.

The second duty of the supervisor is to read papers handed in, in classes other than English, and check them for organization, structure, style, and grammar, as well as spelling and punctuation. Growing out of the first two, the third aspect of the work is periodical conferences with students to discuss individual problems and help the student avoid common faults. The conference may consist simply of a reading aloud lesson for pronunciation, enunciation, and variation of tone; it

may be only a warning that if one persists in saying "you was" there will be a U on one's report card, or it may be a discussion of the merits and faults of a history or an agriculture term paper.

At first the students were suspicious, mute, and a little defiant. In time, however, realizing that the work was designed to help them, they lost their defiance and became amenable to suggestion. The most valuable effect is that the students are now conscious of their mistakes. Papers in all classes are prepared with more than ordinary care and precision, and there is definitely noticeable throughout the entire school a spirit of cooperation and friendly interest in one another's progress.

At the Fort Bragg High School, a course in biology was organized last year which is described by Principal J. S. Cotton as follows:

It was based on human physiology and "the human body and its functions." After the completion of the text we went into a more detailed study of sex, marriage, family life, children, heredity, diseases (syphilis), and elementary psychology. Both girls and boys were in the class and all were seriously interested. We talked freely and discussed reports. We ended the course by giving a series of searching questions to be answered in notebooks. This led to some clear thinking and some careful English composition. Also each member of the class read a book or part of a book that applied especially to marriage and its problems and gave a written report to the class. Discussion followed the reports. Several students expressed themselves by saying it was the best course they had in high school. I know that all of them have a broader and better outlook on life and I believe the course was well worth while. This course will be repeated and also a new course on the development of personality will be given.

Several changes in the organization of the St. Helena High School have been carried out during the past year. Among these are:

1. Establishment of a core curriculum including:
 - a. One period, four years, physical education
 - b. Two periods, four years, English-social studies
 - c. One period, three years, science
 - d. One period, ninth grade, applied arts
 - e. One period, twelfth year, girls' homemaking
2. Provision for the election of topics of student interest:
 - a. Placing of social studies and English in the eleventh and twelfth grades on a semester basis with a common core of English fundamentals and current events
 - b. An activity period for boys and another for girls, organized on a nine-weeks basis; the topics to be given each quarter are chosen by the students a week before the beginning of the quarter.

The most successful of these were: Home nursing (girls), photography (boys and girls), social dancing (boys), and personal appearance (girls).

These have taken the place of so-called extra curricula activities

3. The moving of college preparatory into the upper years, placing algebra and French I in the tenth year.
4. Encouraging college preparatory students to travel as fast as they can in mathematics, covering from one to two grades in one year's time.
5. Coordination between the departments whenever possible with specific success in:
 - a. Relating general science to ninth grade homemaking and general shop classes
 - b. Production of a school annual through the cooperation of photography, art, journalism, English, and commercial classes
6. Public School Week: The "taking over" of the local weekly paper by the journalism class, doing all of the work from selling the ads to the writing of editorials and arrangement of the lay-out and proof reading the copy. Incidentally, ad space was increased by 50 per cent and the usual ten pages became fourteen. The editor of the *Star* will have an article on this project in the *California Publishers*.

Principal Edgar H. McMath believes that the most successful course in the Calipatria Union High School has been one in social problems. A free discussion of all kinds of debatable questions was carried on by the class. These included such suggestions as President Roosevelt's attempts to modify the Supreme Court; Immigration Question; Disarmament; Marriage and Divorce Laws; and Chain Stores. In all these the instructor strove to remain impartial, placing before the class such information as is generally agreed to be trustworthy. Students were then sent to the library for further study in books and magazines, concluding each topic with a general discussion and a paper by each student on one side or the other—the student being free to present his own views on the subject.

The last period of the day has for six years been used as an activity period in the Gridley Union High School. During this sixty-minute period such activities as needle craft, chefs' club, shop for girls, photography, dramatics, tennis, rifle club, rod and gun club,

stage craft, athletics, glee club, drum and bugle corps, etc., are conducted. No grades and no credits are given. The work is based on interest alone. Students may elect an activity or use the period for study. Eighty per cent elect an activity. The activities are changed each twelve weeks. Some are continued with new groups. Other groups may continue with approximately the same membership. The students and teachers are agreed that this is one of the most valuable periods.

In the Escondido Union High School the entire student body, regardless of grade or course, is offered individual conferences with an experienced counselor. An individual case record is kept on file through the use of guidance analysis and interest blanks prepared by the department.

Students failing in class work or social adjustment meet in committee with their teachers and the counselor. After rapport is established, a sympathetic discussion of the student's problems encourages confidences and a change of attitude. Causes of failure are noted and a supervised remedial program is suggested. Principal M. W. Perry is convinced of the value of this form of guidance.

INTERPRETATIONS OF SCHOOL LAW

Supreme Court Decision

Liability of Elementary School District for Bonded Indebtedness of High School District When Excluded Therefrom

An elementary school was excluded from a union high school district under School Code sections 2.640-2.642 on February 17, 1932. An agreement between the governing boards of the two districts provided that the high school district should assume all the bonded indebtedness of the high school district existing at the time of the exclusion only in the event the elementary school district was excluded and a four-year high school was established therein. Thereafter on June 10, 1932, the territory of the elementary school district was formed into a high school district. On July 2, 1933, the county board of supervisors made an order lapsing the district under the asserted authority of School Code section 2.400, the district not having maintained an average daily attendance of 10 or more during the school year 1932-1933. On September 12, 1933, the Laguna High School District was again organized, and commencing in September, 1934, a four-year high school was maintained therein.

The question is whether the property in the elementary school district is liable for any share of the bonded indebtedness of the high school district from which it was excluded. School Code section 2.74 has no application in such case for the reason that the exclusion of the elementary school district was accomplished prior to August 14, 1931, the effective date of the section.

The action on July 2, 1933, of the board of supervisors in lapsing the Laguna High School District was premature and invalid, since under School Code section 2.400 read in connection with School Code section 3.22, the lapsing of a high school district is not authorized until after the second full school year following its organization. Consequently, the lapsing of the district did not constitute a default of the terms of the agreement, so as to deprive the district of the benefit of its terms.

Furthermore, there was, under the circumstances, no such laches on the part of the district as to deprive it of the benefits of the agree-

ment. The elementary school district is, therefore, not subject to taxation for any part of the bonded indebtedness of the high school district from which it was excluded. (*Gibson et al., v. Mitchell et al.*, 94 Cal. Dec. 426, --- Pac. (2d) ----)

Attorney General's Opinions

Application of Pest Control Act to Public Employees and Educational Institutions

The Pest Control Act (Deering Act 5856) does not apply to employees of a political subdivision of the state employed to eradicate pests or to prevent infestation by pests or to representatives of educational institutions engaged in research or study of pest control. (A. G. O. NS662, October 23, 1937)

Authority of Director of Finance to Approve Textbook Contracts

By reason of the provisions of section 7 of Article IX of the State Constitution, it is beyond the power of the Legislature to vest in the Director of Finance the power to approve contracts entered into by the State Board of Education for the purchase or adoption of textbook material for use in the public schools, and Political Code section 675a is inapplicable to such contracts (affirming A. G. O. NS584). (A. G. O. NS584a, November 8, 1937)

Crediting of Interdistrict Attendance under School Code section 2.22

Under School Code section 2.22, a district of attendance is entitled to be credited with the attendance of pupils attending in such district under an agreement provided for in School Code section 2.21, and the attendance of pupils attending in such district provisionally under the authority of said section 2.21. (A. G. O. NS697, November 6, 1937)

Interdistrict Attendance under School Code section 2.21

School Code section 2.21 is not mandatory, but it is incumbent upon the governing boards of the two districts concerned to attempt to effect an agreement. An agreement between governing boards of districts not to permit interdistrict attendance is contrary to the spirit and intent of School Code section 2.21 and such a contract entered into prior to the adoption of such section is not now binding.

The county superintendent of schools, in the event the two boards fail to agree, can not authorize interdistrict attendance unless the terms upon which such attendance is authorized are agreeable to the governing board of the district of proposed attendance. (A. G. O. NS697, November 6, 1937)

FOR YOUR INFORMATION

DEPARTMENT OF COMMERCE RADIO SERIES

A radio program by the United States Department of Commerce of supplementary aid in social studies and related subjects will be heard over the coast to coast network of the Columbia Broadcasting System on Tuesday afternoons from 7:30 to 8:00. Each program will relate the vast human drama found in the background of one great American industry. The narrative will be interspersed with short dramatic episodes from script edited by the Office of Education. Another feature of educational value will be a six minute talk on each program by an outstanding business leader who will discuss some social or economic topic of vital timely interest. The following topics will be discussed on the dates indicated:

December 7—Chemicals
December 14—Tobacco
December 21—Toys
December 28—Motion Pictures
January 4—Shoe Manufacturing
January 11—Tea, Coffee, and Spices

LIFE LINES

The office of the County Superintendent of Schools of Los Angeles County is sponsoring a series of radio programs entitled Life Lines. The series began on November 6, 1937, and will continue indefinitely, with programs each Saturday evening at 7:45 to 8:00 p.m., over station KEHE.

The broadcasts are under the direction of Mrs. Elizabeth Goudy and are presented by members of the Inglewood Evening High School Radio Guild. Each program is devoted to the dramatization of high lights in the life of some important person, significant event, or literary masterpiece.

The series of broadcasts is dedicated to adult education opportunities in Los Angeles County schools. In connection with each presentation, the services of some particular evening school program are told.

The schedule for Life Lines series for December follows:

December 4—"It Can't Be Done," a story of achievements against odds, featuring Thomas A. Edison. (Dedicated to El Monte Evening High School)

December 11—"The Purloined Letter," an adaptation of Edgar Allan Poe's short story classic. (Dedicated to Inglewood Evening High School)

December 18—Special Christmas program, by South Pasadena Senior High School Girls Glee Club, under the direction of Miss Marjorie Brown.

PACIFIC COAST MUSIC AND AMERICAN YOUTH BROADCASTS

The fall series of the Pacific Coast Music and American Youth broadcasts by musical organizations in the public schools and colleges of the Pacific Coast will be heard again over the Pacific Coast red network of the National Broadcasting Company Saturday afternoons, from 5:30 to 6:00, November 13 to December 18, 1937. These programs are presented by the Northwest and California-Western Music Educators Conferences in cooperation with the Music Educators National Conference. A new feature this year is the inclusion of five minute talks by outstanding citizens pointing out various avocational opportunities and leisure activities that music offers to students following their graduation from school.

ORGANIZATIONS IN WHICH SCHOOLS MAY HOLD MEMBERSHIP

The California State Board of Education has designated the following organizations in which school districts may acquire membership which may be paid for with school district funds, pursuant to the provisions of School Code section 2.1520. This list is effective for the school year July 1, 1937, to June 30, 1938.

National Education Association, Dr. Willard E. Givens, Secretary, 1201 16 Street, N. W., Washington, D. C.

California Society of Secondary Education, Lillian M. Perry, Secretary, Stanford University, California

California Junior College Federation, James P. O'Mara, Secretary, Pasadena Junior College, Pasadena, California

Central California Junior College Association, Leo Wolfson, Secretary, Reedley Junior College, Reedley, California

Northern California Junior College Association, Roland K. Abercrombie, Secretary, Armstrong College, Berkeley, California

Southern California Junior College Association, Cecil C. Stewart, Secretary, Pasadena Junior College, Pasadena, California

California School Trustees Association, Mrs. Florence C. Porter, Secretary, 407 Professional Building, Bakersfield, California

Public School Business Officials Association of California, Wm. H. Cox, Secretary, Board of Education, Alameda, California

Pacific Coast Association of Collegiate Registrars, Douglas V. McClane, Secretary, Whitman College, Walla Walla, Washington

Western Association of Colleges and Secondary Schools, A. J. Cloud, Secretary, Board of Education, San Francisco, California

American Association of Junior Colleges, Dr. Doak S. Campbell, Secretary, Peabody College, Nashville, Tennessee

California State Historical Association, Dr. Owen C. Coy, Director, 3551 University Avenue, Los Angeles, California

NINTH GORGAS ESSAY CONTEST ANNOUNCED

The ninth Gorgas Memorial Essay Contest has been announced by Admiral Cary T. Grayson. Students in the third and fourth years of high school throughout the country have been invited to write on the subject, "The Achievements of William Crawford Gorgas and Their Relation to Our Health." The contest will close January 21, 1938.

For the best essay written in each school, a bronze Gorgas medal will be awarded and the student so honored will represent his school in the state competition. A prize of \$10 in cash will be given for the best essay in each state. The judges will be state officials—the state health officer, state superintendent of schools, and the secretary of state. The first national prize will be \$500 in cash with a traveling expense allowance of \$200 for a trip to Washington to receive the prize. Complete details of the contest may be obtained from the Gorgas Memorial Institute of Tropical and Preventive Medicine, Incorporated, 1835 Eye Street, Washington, D. C.

PROFESSIONAL LITERATURE

CURRENT PUBLICATIONS RECEIVED

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